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ABSTRACT

This publication is intended to be used as a sourcebook and reference by practitioners interested in postsecondary developmental programs, with a particular focus on occupational students. The information presented was derived from a statewide survey of staff members involved in the operation of developmental programs in 51 two-year colleges and 10 Educational Opportunity Centers in New York State (58% responded). Part I, State of the Art, compiles the survey data regarding college and student characteristics, developmental program characteristics, program components, and ratings of program success. Part II, Program Descriptors, describes a composite mythical most successful developmental program, and compares survey responses by the various types of institutions surveyed to the composite profile. Part III, Program Resources, lists recommended resources for reading, writing, study skills, math, and vocational-personal/decision-making programs in regard to desired outcomes, standards of success, strategies/approaches, measurement tools, instructional materials, and modes of instruction, and compiles consensus recommendations for programmatic standards. Part IV, Human Resources, lists respondents willing to serve as contact persons. (BB)

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OVERVIEW

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DEVELOPMENTAL STUDIES FOR OCCUPATIONAL STUDENTS

A SOURCEBOOK FOR POST-SECONDARY PROGRAMS

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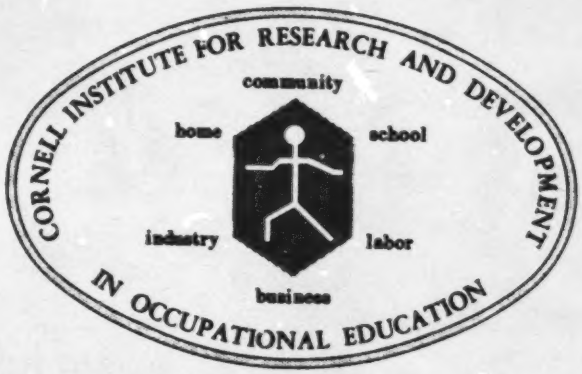

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FOR OCCUPATIONAL STUDENTS:

A SOURCEBOOK FOR POST-SECONDARY PROGRAMS

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ACKNOWLEDGEMENTS

This publication is designed to be used as a sourcebook and reference by practitioners interested in the various kinds of post-secondary educational programs that are termed developmental. The information presented herein was derived from a statewide survey of New York State two-year college staff members directly involved in the day-to-day operations of these programs. Twelve of these staff members, identified on the following page, joined the project staff in a two-day workshop at which time suggestions on both format and content emerged in reaction to a working draft. We have attempted to incorporate their ideas and suggestions throughout the document and sincerely appreciate the efforts of these people on behalf of the project.

We also extend special appreciation to the staff members who have agreed to be listed as contact persons for their programs. They appear in Part IV of this sourcebook.

The project advisory committee members have not only met with us at scheduled sessions and provided on-going contact, but early in the project responded to an open-ended questionnaire that guided the development of the survey instrument.

A share of any credit rightfully belongs to those who have had a hand in the process but we accept full responsibility for any perceived shortcomings.

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INTRODUCTION

Several years ago the term "new student" often referred to economically and/or educationally disadvantaged students that were entering two-year colleges through the "open-door". More recently the term non-traditional student has also been used to describe other new students; people seeking a career change, women and working adults returning to update or acquire employment skills, or individuals simply sampling the expanding offerings of the two-year college.

The institution has recognized the needs of the new and newer students for educational experiences of a remedial or developmental nature in order to increase their chances of success in their academic and career pursuits. This institutional recognition has given rise to a wide variety of program efforts across the state that are often referred to as developmental studies. There is however no universally accepted definition of developmental studies. For the purposes of this study and publication an inclusive description is appropriate: *Developmental studies programs are organized educational efforts providing a range of learning experiences intended to ameliorate educational skill and attitude deficiences of students.*

The goal with this sourcebook is to compile and summarize the state of the art in this diverse area with particular focus on occupational education students. The sourcebook is a guide to what is happening and a resource of procedures and materials for staff members seeking to initiate or improve existing programs. The publication also provides a human resource list -- names and addresses of two-year college staff members working in developmental studies programs who have agreed to share ideas and problems with others.

Source of Information. The information in this sourcebook is derived from data collected during a statewide survey of developmental program efforts. The sample was comprised of 51 two-year colleges that offer programs in occupational education and 10 SUNY Educational Opportunity Centers. The total return rate was 58% with responses from five agricultural and technical colleges, six private colleges, four EOC centers, and 20 community colleges -- three of which were inner-city/urban. The questionnaires consisted of items that had been derived from four sources: a) survey of the literature to procure a general overview; b) review of VEA-funded developmental projects (1970-76) to attain a sense of programming for occupational students; c) written reactions of the project advisory committee to open-ended questions in order to obtain a valid vocabulary/concept pool, and d) staff experiences and field inputs.

The responses have been synthesized from the returned questionnaires by the project staff, and arranged into this sourcebook with assistance from cooperating two-year college staff identified in the acknowledgements.

Format of Sourcebook. Four major parts constitute the handbook. Part I, State of the Art, reports the survey date in summary form. Part II, Program Descriptors, contains three sections which consist of a scenario of a composite program based on survey data, a statement in recognition of diversity among programmatic efforts and a summary of program commonalities and standards. Part III, Program Resources, identifies, by component, relationships between instructional resources and selected characteristics of settings in which they exist.

Part IV, Human Resources, lists college staff members working in developmental studies programs who have agreed to be identified as resource personnel and willing to share with others. Attachments supplement the information presented in the four parts of the document.

Delimitations. The reader is reminded that the contents of this sourcebook are based upon self-assessment data from respondents. Although bias must be present, the data does not appear to be unreasonable. Also, the authors know of several worthy programs that are not included in the list of respondents because staff members chose not to respond to the request for information. The response rate and subjective nature of the data not withstanding, we feel that the sourcebook can be a valuable tool. Too often in education, information is not shared because it requires reader judgment and interpretation. In this case, we feel that sharing is appropriate in hopes that the critical instructional success variable, the teacher, might locate an otherwise hidden resource, concept or strategy.

STATE of the ART

Part I provides a summary of survey results related to developmental program descriptors and the environmental characteristics in which they function. The diversity of programs becomes less evident in this kind of summation; however it does reflect the state of the art as reported. The data are the perceptions of respondents from 35 institutions. For easy reference, a question-and-answer format is employed. Percentages do not always total 100 due to rounding and multiple responses.

What is a general description of the total student body?

-- Socio-economic level

upper levels:	2%
middle levels:	55%
lower levels:	43%

-- Background

inner-city:	13%
suburban-urban:	47%
suburban-rural:	38%

-- Minority Population

less than 5%:	32%
5% to 25%:	41%
26% to 50%:	9%
over 50%:	9%
no response:	9%

-- Goal Orientation

strong:	21%
moderate:	47%
weak:	32%

-- Common Needs of Student Body

Academic:

reading skills:	94%
study skills:	94%
communication skills:	84%
math skills:	69%

Non-Academic:

motivation:	72%
career decision-making skills:	72%
knowledge of self:	59%
personal goal setting:	53%
ability to cope with cultural gaps:	25%

What is a general description of the total college faculty?

Responses to critical items relative to faculty are summarized below:

-- Faculty Attitudes Toward Non-Traditional Students

a positive attitude:	28%
a moderate/neutral attitude:	47%
a negative attitude:	25%

-- Faculty Attitudes Toward Value of Career Programs

high value:	75%
moderate value:	16%
no value:	6%

-- Climate for Faculty Freedom and Staff Inputs

very encouraging:	63%
moderately encouraging:	37%
restrictive:	0%

What generally is the institutional response to needs?

Three items addressed the institutional aspect of climate -- specifically in terms of student needs, community pressures and faculty needs. As the responses to the three items are similar, they are summarized as one item.

-- Responsiveness of Institution to Needs

active:	41%
moderately active:	50%
passive:	19%

What general characteristics constitute developmental programs?

Selected characteristics provide general information relative to programmatic structure, as subsequently summarized.

-- Identified Program Patterns

block-scheduling:	28%
skill and remedial courses:	82%
skill centers:	50%
supplementary services/assistance:	53%
each instructor assumes responsibility:	9%

-- Current Source of Funding

college funds:	65%
grant funds:	13%
combination grant/college funds:	19%
other:	10%

-- Recruitment Procedures

testing during orientation:	53%
student self-selection:	50%
faculty recommendation/referral:	40%
special recruitment activities:	35%
selection by admission personnel:	28%
selection by faculty and admissions personnel:	25%
faculty/staff review:	19%

-- Criteria Used in Selection Process

standardized test scores:	75%
high school records:	53%
recommendations from high school counselors:	38%
recommendations from high school staff:	6%
skill test scores:	22%
other, i.e. self-selection:	13%

What is a general description of students enrolled in career-oriented or occupational education programs?

Input was received from faculty and staff at two-year institutions offering programs in occupational education. However, not all students at each of these campuses are enrolled in a career program. In order to establish perspective, responses to demographic items relative to the target group are summarized.

-- Percent of Student Body Enrolled in Occupational Programs

over 60%:	38%
40-60%:	26%
under 40%	36%

-- Percent of Students Served by Developmental Programs That Are Enrolled in Occupational Education

over 75%:	42%
about 50%:	23%
less than 40%:	19%
unable to estimate:	16%

-- Description of Primary Audience Served by Developmental Programs

day students:	81%
full-time students:	81%
degree students:	56%
certificate program students:	25%
pre-program students:	19%
part-time students:	16%
general studies students:	16%
other; i.e. community center, evening:	9%

-- Procedures Used by Occupational Students to Enter Developmental Programs

volunteer:	44%
faculty advisement:	53%
admission scheduling:	40%
other; i.e. testing, counseling, high school records:	19%

How are developmental efforts generally viewed in terms of effectiveness?

In order to provide an initial reference to effectiveness of developmental/remedial efforts, two subjective ratings were requested; 1) how they rated their program, and 2) how they perceive that others would rate their program.

-- Rating of Overall Success of Program

very successful:	62%
moderately successful:	16%
less successful:	6%
no response:	16%

(The criteria on which these judgments were made are listed in terms of the frequency identified.)

student feedback (40%)
retention rate (38%)
GPA or academic achievement (28%)
staff judgments (13%)
testing measures (13%)
faculty-staff response (9%)
placement rate (6%)
completion of developmental/remedial program (6%)
administrative approval (3%)
availability of services (3%)
student-teacher relationships (3%)

-- Rating of How Other Faculty and Staff Would Perceive Overall Success of Program

very successful:	41%
moderately successful:	25%
less successful:	16%
no response:	18%

These two ratings of total program success are summarized by mean average on a scale of 1-5. The data indicates that programs are viewed as better than moderately successful by respondents (3.7), however other faculty tends to view them less so (3.1).

Each program has discrete characteristics. Diversity among efforts remains a constant. The design of programs as reflected by data can be generally categorized into four basic programmatic approaches as follows:

1) Block Scheduling: usually four credit-bearing courses that most, if not all, developmental students take for one semester; subjects include reading, writing and study skills in most programs, mathematics, and vocational-personal guidance in many programs.
(Frequency of Use: 30% combined with other designs; 13% Block only.)

2) Centers: usually a physical area for a learning center or skill center that provides for a focus for the program's learning activities, individualized instruction, referral, and audio-visual and/or material resources.
(Frequency of Use: 67% combined with other designs; 7% Centers only.)

3) Designated Courses: usually one or two credit courses in basic language and study skills and/or a course in one or more departments that has been designed as a remedial or developmental course in a particular subject field (i.e. communication, math, physics, social science, personal psychology).
(Frequency of Use: 60% combined with other designs; 13% Courses only.)

4) Integrated Teaching: a policy with and the responsibility for conscious effort to integrate remedial or developmental instruction in regular course offerings as needed by the students enrolled.
(Frequency of Use: 10%.)

Ratings of overall success within each programmatic approach did not vary appreciably from the mean:

Block Approach	3.6	Other Faculty	2.9
Center Approach	3.9	Other Faculty	3.9
Course/Teaching Approach	3.7	Other Faculty	3.2

Self-Assessment of Program Components. Respondents were also asked to rate their respective program components on a continuum with end points of "most successful" and "least successful". Approximately 60% of the respondents rated two or more components. These data are summarized as mean ratings in the following frequency table.

FREQUENCY TABLE OF SUCCESS RATINGS BY PROGRAM COMPONENT

Program Components	Least Successful		Most Successful
Reading	2	6	7
Study Skills	1	6	4
Math	1	6	4
Writing	-	2	4
Vocational/Personal Decision-Making	1	2	3
English	1	1	3
Tutoring	1	-	3
Counseling and Related	1	2	5
Total	7	25	33
Percentage	11%	38%	51%

Of the components that were rated by a minimum of 10 respondents, reading was seen as most successful by the largest percentage (46%) followed by math and study skills (37%).

PROGRAM DESCRIPTORS

Composite College

The self-assessment responses were used as a criteria from which to develop a composite of a mythical most successful program. The programs included in this composite profile were selected on these criteria:

- a minimum of one rating of four or above on the overall program assessment rating.
- a minimum of two program components rated at "most successful".

Five programs met both criteria. The figures given in the text are a mean average of responses given by the five programs to the questionnaire items, expressed on a scale of one to five. All data is subjective, therefore interpretations should be made with caution. The composite does however provide a kind of performance standard given the available data. The criteria (self-assessment ratings) result in urban/inner-city and EOC programs being excluded from this composite.

The climate as a whole, at Composite College is not unlike the mean ratings, on a scale of one to five, found across the state. The entire faculty are encouraged to experiment to a moderate degree (3.6), value effective teaching (4.2), and are not overly positive (2.8) in their attitudes toward non-traditional students. They have a moderate voice in governance (3.2) and their attitudes toward the value of career programs is middle-of-the-road (3.6).

The total student body is largely lower and lower-middle class (2.6) from suburban-rural homes (2.8). The minority population is approximately 20%. The students, as a whole, exhibit an average goal orientation (3.2) and 56% of the student body are enrolled in occupational programs.

The institution is moderately responsive to needs of students (3.0), faculty (3.4), and community (2.8). The needs of the student

body are perceived to be as follows: reading, communication, and study skills are highest priority, closely followed by self-awareness and motivation. Skills in mathematics, personal goal setting, career decision-making and cultural differences are identified as less pressing needs.

Out of this institutional context a developmental studies program was organized using the block scheduling design and supplemented by a skills center operation managed by volunteer faculty. The block schedule includes elective credit courses in reading, composition, mathematics and study skills in a class/lab format. Counseling and tutoring assistance are available, and in addition, course instructors infuse attitudinal and interpersonal experiences with cognitive/basic skills and applied field experiences. The center offers short-term help to any student who so requests as well as assistance to course instructors with materials and techniques. Most courses meet four hours weekly with an additional hour in the lab being the norm rather than the exception. The block schedule is repeated second semester with smaller enrollments and additional non-credit courses in reading and writing skills that progress beyond the basic course level offered by the center.

The program serves approximately 75 full-time degree students, about 50% in occupational programs, but does not exclude part-time or general studies students that are recommended for enrollment.

The program staff currently reports to the Academic Dean but the Dean of Students works closely with the program in both planning and implementation. The program was initiated with grant support but is now totally funded from the operating budget. Administrative support

has been relatively strong, especially when the program was new and served primarily HEOP students but current educational economics is forcing some accountability questions to be raised.

The recruitment and selection process is a combined effort of staff and admissions counselors. Student self-selection is encouraged through special publicity as well as by faculty referral or advisor recommendation. Skill testing during orientation with a variety of instruments is an important selection criterion together with high school records and recommendations from high school counselors when available.

The program staff assess their results in a combination of ways: pre-post skill level measures, student satisfactions, grade point averages and retention rate comparisons. The developmental studies program staff make concerted efforts to promote faculty interaction through individual conferences, student referral, follow-up meetings and joint planning/consultation. This interaction is enhanced by the status of program staff as faculty members who do some teaching outside of the developmental studies area. The developmental studies staff are usually faculty advisors of the developmental studies students but not always. The developmental studies faculty also act as liaison personnel between the program and the counseling staff and departmental faculty groups.

The developmental studies faculty are proud of their program and rate its success as better than average (3.9). However, they still feel that the college has an element of elitism with which they must contend. They feel that parts of their program are needed by more students but the problems of credit and cost are difficult to combat.

In spite of relatively good success, the struggle for full acceptance of programs for the high-risk student remains.

The Realism of Diversity

The staff members, identified in the acknowledgements, who attended the workshop to cooperatively revise the working copy of this sourcebook, found a need to address the diversity that is present among two-year institutions, and which may become obscured through summation of data. Consensus was reached that such diversity could most effectively be described relative to the Composite College scenario which is based on a segment of the total data.

A major goal of two-year colleges is to meet the specific needs of individual students. Out of this focus emerges elements of diversity found at institutions generally and with developmental efforts specifically. There are various definitions of developmental studies, and differing perspectives as to what is appropriate for a developmental program. There is also a range of diversity with clientele, and as previously noted, this range continues to expand in comprehensiveness.

The workshop participants addressed the diversity in terms of four institutional groupings -- Agricultural and Technical, EOC, upstate community colleges, and city-urban community colleges. The information utilized in the Composite College was used as a guide in summarizing numerical data relevant to survey respondents within each grouping. These mean ratings are presented in a Comparison Summary Chart.

SUMMARY COMPARISONS OF INSTITUTIONAL GROUPINGS

Item (Scale 1-5)	Composite College (N = 5)	Ag and Tech (N = 5)	EOC (N = 4)	City Community Colleges (N = 3)	Upstate Community Colleges (N = 22)
Climate: Faculty					
Freedom to experiment	3.6	4.4	2.6	3.6	4.0
Value effective teaching	4.2	4.6	3.6	4.6	4.3
Faculty attitudes toward non-traditional students	2.8	3.2	4.0	3.3	2.9
Faculty voice in governance	3.2	4.6	3.0	4.6	3.4
Attitude toward value of career programs	3.6	4.8	4.0	3.6	3.8
Climate: Students					
Socio-economic status of student body	2.6	2.6	1	2.5	2.6
Minority student population*	20%	25%	50%+	23%	10%
Student goal orientation	3.2	3.8	3.3	4.6	2.7
Background of student body	2.8	2.4	5	4.6	2.7
Student body in occupational programs*	56%	75%+	52%	35%	47%
Climate: Institution					
College response to student needs	3.0	3.6	4.3	3.3	3.6
College response to community needs	2.8	4.6	3.3	3.6	3.2
College response to faculty needs	3.4	3.2	3.0	3.0	3.0
Self-Assessment Ratings					
Overall success of program	3.9	4.[illegible]	3.3	4.0	4.1
Perception of other staff rating of program success	3.7	3.[illegible]	3.3	3.6	3.5
Students served by Developmental Programs					
Proportion enrolled in occupational education*	50%	80%	85%	50%	52%

* percentages rounded off

As discernible from the chart, the category of Upstate Community Colleges has the greatest number of respondents, while the other groupings range from three to five. Observations should be made within this perspective. Discussion will focus only on those ratings that have a mean of four or above, and of two or below, and that vary from the composite mean a minimum of .5.

Agricultural and Technical Colleges. Data from Agricultural and Technical respondents suggest that their faculty enjoy a greater freedom to experiment (4.4) and voice in governance (4.6) than Composite College and demonstrate a very positive attitude toward career programs (4.8). Over 75% of the student body is enrolled in occupational programs with this high percentage reflected in the occupational education audience served by their developmental efforts. The programmatic design employed is a center approach with courses usually offered in reading, study skills, and writing on an individual or non-credit basis; in conjunction with other supportive services such as counseling and tutoring. Community needs (4.6) are viewed as an important consideration.

Economic Opportunity Centers. The staff at EOC's possess positive attitudes and understandings (4.0) toward non-traditional students and programs which are above the Composite College mean as ultimately all serve as developmental faculty. This fact diminishes problematic areas associated with faculty interactions, administrative support, line/staff and budgeting. The student body represents the lower SES level (1.0) and has an inner-city background (5.0). The minority population

rends to comprise over 50% of the student body. EOC's, by definition, operate to meet student needs (4.3). The major audience served are those students enrolled in certificate programs. The majority of support comes from SUNY funds although there are small grant resources. Programmatic approaches are eclectic in that usually it consists of a center and supporting services in conjunction with courses.

City Community Colleges. The city or urban community college faculties have a greater than the Composite average voice in governance (4.6). Their students tend to be more goal oriented (4.6), and come from a more urban background (4.6) than the Composite College. The programmatic approach is often a center with supporting services and courses offered in reading, writing, English as a second language, speech, study skills and math. In some cases, basic skill courses are integrated with content courses (i.e. psychology, history) or utilize skill materials that may be related to the major program of study (i.e. nursing).

Upstate Community Colleges. The upstate community colleges do not vary significantly, except in scope of program or program design, from the description of Composite College. The greatest difference is the 10% minority population which is one-half that segment in the Composite.

Commonalities of Programs

The preceding discussion underscores diversity while simultaneously indicating areas of commonalities among programs. These commonalities cut across programmatic approaches and institutional settings, and are illustrated in the following statements:

1. Faculty members at two-year institutions generally value effective teaching and career programs to a great extent.

2. Institutions respond to student and community needs in a moderately active degree.

3. Developmental programs are rated at better than moderately successful although there remains need for a more successful image generally, as evidenced by lower "other" faculty ratings.

4. Students are usually from middle/lower to lower SES levels, and they are seen to exhibit goal orientation of moderate strength.

5. Student academic needs in reading, study, communication and math skills are universal followed closely by non-academic needs such as motivation, career decision-making skills, and knowledge of self.

6. Components of developmental programs reflect student needs utilizing a variety of programmatic designs. Several kinds of supporting services and components address personal non-academic student needs.

7. The clientele of developmental efforts are usually comprised of 50%+ enrolled in occupational programs; and are usually day/full-time degree or certificate programs.

8. A variety of student selection and recruitment procedures are employed. Testing in some form emerges as the most common technique in both selection and recruitment. Students in career programs are enrolled in developmental offerings through a combination of methods such as faculty advisement, admission scheduling and volunteering.

9. The majority of programs are largely supported by institutional funds, however grants are often employed to initiate and/or supplement.

10. In the forthcoming Section IV, recommended materials, strategies or techniques provided by the respondents are delineated. Commonalities within these recommendations are observable in programmatic components relative to: 1) desired student outcomes, 2) standards of program success, and 3) mode of instruction. With less frequency, commonalities are also discernible for: 1) measurement tools utilized, 2) recommended materials, and 3) unique strategies or approaches.

PROGRAM RESOURCES

Part III is comprised of resources recommended by respondents to the survey. The materials are grouped by components that are most common to developmental programs. These include reading with a total identification frequency of 29, writing with a total identification frequency of 26, study skills with a total identification frequency of 23, math with a total identification frequency of 22, and vocational-personal/decision-making with a total identification frequency of 17. For each component, recommendations of more than one frequency are summarized in Resource Summary Charts relative to: a) desired student outcomes, b) standards of success, c) unique strategies/approaches, d) measurement tools, e) recommended materials and f) mode of instruction. These strategies and materials are linked to selected college environmental characteristics in which they are used including special student characteristics, basic program design, self-assessment and frequency of recommendation. It was determined that data for these characteristics were more discriminating than other information which fell mid-range.

Frequency. The importance of noting the frequency an item had been recommended was underscored by consensus of the workshop participants. Frequencies above one are given for each item in the Resource Summary Charts. Those items having been identified by one respondent appear in Attachment A.

Assessment. Resources that received recommendations from respondents teaching program components that were rated "most successful" are so identified in the Summary Charts.

Special Student Characteristics. To aid in the linking of resources to environment, special student groups with which these resources and techniques have been used are identified. When resources received recommendations from institutions with 50%+ minority population, with an inner-city/urban setting, and/or with 75%+ student population enrolled in occupational education programs, it is shown in the Resource Summary Charts. The lack of an "X" indicates that the materials were recommended by respondents in no particular discriminatory pattern or that they were not recommended by programs reflecting the student characteristics.

Basic Program Design. The diversity of developmental programs is evident in the data. As previously noted, responses can be grouped into four categories: 1) block scheduling -- usually four credit courses a semester in length, i.e. reading, writing, math; 2) centers -- a physical area that serves as a learning or skill center and as programmatic focus; 3) designated courses -- one or two credit courses in basic skill areas or in a content area; and 4) integrated teaching -- a conscious effort and policy to integrate developmental instruction with regular course work. Nearly all respondents described their programs as offering supporting services. The variety of these services ranged from peer tutoring to normal access of counseling services or individual faculty assistance as requested.

Therefore, it is assumed that supporting services are present to some degree in each of the four basic program designs. Recommendations from the respective programmatic approaches are indicated in the Resource Summary Charts.

Other areas identified as additional components by one or two respondents are illustrated by areas such as English as a second language, speech, English, science and business. Usually these areas were singularly identified. By way of illustration, selected additional components are summarized in Attachment B.

READING PROGRAM COMPONENT: RESOURCE SUMMARY #1

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Learning Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating
Desired Student Outcomes						
increased comprehension	26	X	X	X	X	X
increased reading level	26	X	X	X	X	X
increased reading rate	26	X	X	X	X	X
increased vocabulary	6	X	X	X	-	-
positive attitude	2	X	-	-	-	-
increase enjoyment of reading	2	X	X	-	-	-
Standards of Success						
general improvement	19	X	X	X	X	X
reading at specified grade level-12th grade level 10th grade level	10	X	X	X	-	X
score of 50+ on Stanford Task Exam	2	X	-	-	-	-
double rate of reading--70% comprehension	2	-	-	X	-	-
Unique Strategies/Approaches						
frequent short readings of high interest selections with immediate test, correction and review	4	X	X	X	-	X
consecutive class-lab periods; instruction followed by practice	3	X	X	-	-	-
Measurement Tools						
Nelson Denny	8	X	X	X	X	X
Stanford Tests	5	X	X	X	-	X
California Reading Achievement	3	X	X	-	-	X

Special Student Characteristics				
Inner City/Urban	50%+ Minority Population	75%+ In Occupational Education	Diagnostic	Pre-Post
X	X	X		
X	X	X		
X	X	X		
-	X	X		
X	X	-		
-	-	X		
X	X	X		
X	X	X		
-	X	-		
-	-	-		
X	X	X		
X	X	X		
X	X	-	X	X
X	X	-	X	-
X	X	X	X	X

READING PROGRAM COMPONENT: RESOURCE SUMMARY #1, cont.

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Ratings
Recommended Materials						
Jamestown Publishers	5	X	X	-	-	X
Topics for the Restless	3					
Selections from the Black	4					
Voices from the Bottom	2					
Bantam Series -- High Interest Paperbacks	5	-	X	X	X	X
SRA Reading for Understanding	4	X	-	X	X	-
SRA Reading Lab	3	-	X	-	-	-
PROBE. Workbook and Cassettes, C. Merrill Publishing Company	3	-	X	X	-	-
EDL Controlled Reader and Skimmer	3	X	-	-	X	-
Tactics II, III	3	X	X	X	X	-
How to Read Factual Literature (W. Pauk)	2	-	X	-	-	-
Program SRA	2	-	X	-	-	-
Be a Better Reader	2	-	-	X	-	-
Reading Versatility (W. Boyce Adams)	2	X	X	-	-	X
Six-Way Paragraphs (W. Pauk)	2	X	X	-	-	X
McGraw Hill Basic Skills	2	X	-	X	-	-
Mode of Instruction						
learning lab	17					
discussion	14					
audio/tutorial	9					
lecture	7					
tutoring	4					
seminar	4					

Special Student Characteristics			Diagnostic Pre-Post	
Inner City/Urban	50%+ Minority Population	75%+ in Occupational Education		
-	-	-		
-	-	-		
-	-	-		
-	-	-		
-	-	-		
X	X	X		
-	-	X		
X	X	-		
X	X	-		
-	-	X		
-	-	X		
-	-	X		
-	-	-		
-	-	-		
-	-	X		
X	X	-		

STUDY SKILLS PROGRAM COMPONENT: RESOURCE SUMMARY #2

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Learning Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating
Desired Student Outcomes						
time management skills	21	X	X	X	X	X
task organization skills	19	X	X	X	-	-
Standards of Success						
general improvement	17	X	X	X	X	X
Unique Strategies/Approaches						
bi-weekly plan sheet	2	X	X	-	-	X
main idea, example clues	2	-	X	-	-	-
SQ4R study method	2	-	-	-	-	-
Measurement Tools						
Brown Holtzman	2	-	X	X	-	X
Recommended Materials						
How to Study in College (W. Pauk)	7	X	X	X	-	X
Listen and Read -- EDL Program With Cassettes	3	-	X	-	-	-
How to Survive in College -- Cassettes	3	-	X	X	-	X
Effective Study (Robinson)	2	-	X	X	-	-
Mode of Instruction						
lecture	13					
discussion	12					
learning lab	8					
seminar	6					
tutoring	5					
audio/tutorial	2					

Special Student Characteristics					
Inner City/Urban	50%+ Minority Population	75%+ in Occupational Education	Diagnostic	Pre-Post	
X	X	X			
X	X	X			
X	X	X			
-	-	X			
-	-	X			
-	-	-			
-	-	X	X	-	
-	-	X			
-	-	X			
-	-	X			
-	-	-			

WRITING PROGRAM COMPONENT: RESOURCE SUMMARY #3

Item	Frequency of Identification	Program Design: Block Scheduling	Centers	Designated Courses	Integrated Teaching	"Most Successful" Assessment Rating
Desired Student Outcomes						
improved grammar usage	23	X	X	X	X	X
improved sentence structure	23	X	X	X	X	X
improved spelling	19	X	X	X	X	X
improved theme structure	19	X	X	X	X	X
improved style	17	X	X	X	X	X
increased confidence	3	X	X	-	X	X
logic of organization of thought and writing	3	X	X	X	X	-
structure and development	2	X	-	X	-	X
improved vocabulary	2	X	-	X	-	-
Standards of Success						
general improvement	18	X	X	X	X	X
demonstrate ability to write an acceptable essay	16	X	X	X	X	X
skills in specific content	3	X	-	X	-	X
Unique Strategies/Approaches						
small group peer evaluation	5	X	X	X	-	-
tutor conferences	2	-	X	X	-	-
pre and post conferences	2	-	-	-	-	-
Measurement Tools						
essay or writing sample	8	-	X	X	-	X
Recommended Materials						
Paragraph Practice (Kathleen Sullivan)	4	-	X	X	-	X
English 3200 and English 2600 (Harcourt, Brace, Jovanovich)	3	X	X	X	-	X
Essays, articles, short stories from NY Times, Saturday Review, Atlantic, NY Magazine and others	2	-	X	-	-	X
Steps in Composition (Troyka and Nudelmann)	2	-	X	-	-	X
Sentence Combining (W. Strong; Random House)	2	-	-	-	-	-
Mode of Instruction						
discussion	12					
skill(s) lab	11					
tutoring	11					
lecture	10					
seminar	7					
individual instruction	2					

Special Student Characteristics			Diagnostic	Pre-Post	
Inner City/Urban	50%+ Minority Population	75%+ in Occupational Education			
X	X	X			
X	X	X			
X	X	X			
X	X	X			
X	X	X			
-	-	X			
-	-	X			
-	-	X			
-	-	-			
X	X	X			
X	X	X			
-	-	X			
-	-	-			
-	-	-			
-	-	-			
-	-	-	X	-	
-	-	X			
-	-	X			
-	-	-			
-	-	X			
-	-	-			

MATH PROGRAM COMPONENT: RESOURCE SUMMARY #4

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating
Desired Student Outcomes						
improve basic arithmetical computational and reasoning skills	16	X	-	X	X	X
improve computational and reasoning skills used in Algebra	16	X	X	X	X	X
Standards of Success						
math through elementary algebra	12	X	-	X	X	X
general improvement	8	X	-	X	X	X
Unique Strategies/Approaches						
small group study	2	-	X	X	-	-
Measurement Tools						
*						
Recommended Materials						
Elementary Algebra (Moon and Davis; C. Merrill Publishing Company)	3	X	-	X	X	-
Intermediate Algebra (Moon and Davis; C. Merrill Publishing Company)	2	X	-	-	-	-
Mainstream Tapes (C. Merrill Publishing Company)	2	-	X	-	-	-
Mode of Instruction						
tutoring	7					
discussion	6					
learning lab	6					
audio/tutorial	4					
lecture	2					

*No measurement tools were identified more than once.

Special Student Characteristics			Diagnostic Pre-Post	
Inner City/Urban	50%+ Minority Population	75%+ in Occupational Education		
X	X	X		
X	X	X		
X	X	X		
X	X	X		
-	-	X		
-	-	-		
-	-	-		
-	-	-		

VOCATIONAL-PERSONAL DECISION-MAKING PROGRAM COMPONENT: RESOURCE SUMMARY #5

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating
Desired Student Outcomes						
improved understanding of personal needs and abilities	12	X	X	X	X	X
identification of tentative career goals	6	X	X	X	-	-
selection of program major	3	-	X	X	-	-
Standards of Success						
general improvement	4	X	X	X	-	-
Unique Strategies/Approaches						
Interest Tests: Kuder or GATB	2	-	X	X	-	-
Measurement Tools						
Strong-Campbell Interest Inventory	7	X	X	X	-	-
Kuder Preference Inventory	2	-	X	X	-	-
Hall's Occupational Orientation Inventory	2	-	X	X	-	-
Recommended Materials						
CEEB Decision Making Materials (Decision/Outcomes; Deciding)	4	-	X	X	-	-
Mode of Instruction						
group experiences	9					
discussion	8					
one-to-one	7					
lecture	4					
seminar	4					
audio-tutorial	2					

Special Student Characteristics					
Inner City/Urban	50%+ Minority Population	75%+ in Occupational Education	Diagnostic	Pre-Post	
X	-	X			
X	X	X			
X	X	X			
X	X	X			
-	-	X			
-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	-	
-	-	-			

Recommendations for Programmatic Standards

An intended long-range outcome of the project has been the identification of standards or quality measures for developmental studies programs. The questionnaire data synthesis and the discussions by the workshop participants point to recommendations of what ought to be, rather than validated criterion measures based on what is.

Many but not all staff members, for example, feel that an eleventh grade reading level should be a program exit criterion. Some staff members feel that a well-written essay is an appropriate indicator while others look to discrete writing skills as evidence. Several programs use an interdepartmental mathematics examination as a proficiency measure, but the proficiency level required for engineering technology differs from that necessary for many human service programs. An improved self-concept and increased skill in decision-making were listed as goals of many developmental programs but few require that a firm career goal be set as an exit criterion.

Because of this diversity consensus from data was reached on only one rather comprehensive exit standard, general improvement. This criterion is defined as the instructor's judgment that improvement in skills and attitudes has taken place to the extent that the student now has a reasonable chance to succeed in his or her chosen course of study. Instructor judgment is arrived at through a variety of assessment techniques ranging from standardized test measures to observation of behaviors that reflect attitude changes.

The data resulted in several commonalities among programs as identified in the preceding Resource Summary Charts. These commonalities provide recommendations in the form of state-of-the-art standards. However, the data available at this time does not provide sufficient evidence to support recommendations in the form of quantified quality measures to which all programs should subscribe.

The following consensus recommendations supplement the data-based commonalities and provide direction from which institutions can establish their local performance standards given student needs, institutional characteristics, and available resources.

1. Instructors for developmental programs should hold faculty rank and be recruited as specialists in developmental education.

2. The remedial or learning skills center should be organized and staffed by professionals trained and experienced in developmental education.

3. Communication and interaction among faculty and staff should be operational to not only encourage positive attitudes but to provide for professional growth.

4. The teaching assignment of developmental instructors should include time allocation for joint planning and follow-up activities.

5. A realistic range of entrance and exit measures should be established in accordance with institutional policy.

6. A diagnostic testing program should be used as the basis for assessing student progress through performance objectives or competencies identified for all components of developmental programs.

7. To the extent possible, subject matter used in developmental courses should be drawn from regular college courses and the skills taught should be those needed by students in their occupational program areas.

8. Courses should be credit-bearing, and class size should enhance the use of individualized instruction techniques.

9. Institutional course scheduling should be sufficiently flexible to allow students to take advantage of segments of developmental programs as needed.

10. Labs and classroom facilities used in developmental programs should not be physically isolated from other institutional services and courses.

11. Existing counseling services, if not an organized program component, should be closely integrated with the developmental studies program.

12. A peer tutoring or tutoring program should be professionally organized and managed as part of the developmental effort.

13. The faculty and administration should examine the question of institutional versus student accommodation; the extent to which the institution can change techniques, textbooks and schedules or must the student always change to meet existing standards.

HUMAN RESOURCES

Staff members who completed one or more of the survey forms were asked to indicate whether or not they would be willing to be identified as a contact person for developmental programs. Eighty-seven staff members agreed to be so identified. Names, institutional addresses, title and appropriate program component are listed to facilitate direct contact by colleagues who are interested in sharing or inquiring about aspects or items relative to developmental studies programs.

Private Colleges

Jr. College of Albany --- *Albany, New York 12208*	*Russell E. Wise, Jr.* *Director, HEOP*	*COORDINATOR*
	Carol Benjamin *Learning Center Coordinator*	*READING*
	William M. Cummings *Instructor*	*MATH*
Mater Dei College --- *Ogdensburg, New York 13669*	*Sylvia Connolly* *Instructor*	*MATH*
	Linda Swanson *Coordinator* *Learning Skills Center*	*READING*
Villa Maria College of Buffalo *240 Pine Ridge Road* *Buffalo, New York 14225* ---	*Jerome Neuner* *Instructor* *Developmental Studies*	*COORDINATOR; READING, WRITING, STUDY SKILLS*

Agricultural and Technical Colleges

Alfred Agricultural and Technical College Alfred, New York 14802	Rosemary Lanshe, Director Reading and Study Skills	READING and STUDY SKILLS
	Dr. L. Constantine	WRITING
	Dennis T. Johnson	MATH
Canton Agricultural and Technical College Canton, New York 13617	Dr. John D. Ryan, Dean Arts and Sciences	COORDINATOR
	Frederick C. Monaco Assistant Professor	MATH
	H. J. Stephens Associate Professor	STUDY SKILLS
	John G. A. O'Neil Associate Professor	WRITING
	Joseph Lamendola Associate Professor	READING
Cobleskill Agricultural and Technical College Cobleskill, New York 12043	Leo A. Bryant Director, EOP	COORDINATOR
	Donald Cohen Professor	MATH
	James Nuhlicek Assistant Professor	WRITING
	Veronica Morano Smith Assistant Professor	STU. SKILLS, READING
	Charles W. Merrill Professor	ADDITIONAL COMPONENT-- GENERAL BIOLOGY

Delhi Agricultural and Technical College Delhi, New York 13753	Virginia Abrahamsen Professor	COORDINATOR, READING, WRITING, MATH, STUDY SKILLS, DECISION-MAKING ADDITIONAL COMPONENTS--PEER TUTORING, FACULTY REFERRAL OF STUDENTS NEEDING ASSISTANCE, FACULTY WORKSHOPS, COLLEGE SKILLS FOR NON-TRADITIONAL STUDENTS
Morrisville Agricultural and Technical College Morrisville, New York 13408	Fred Hildebrand Instructor	COORDINATOR, STUDY SKILLS, READING, WRITING

Community Colleges

Borough of Manhattan Community College *135 West 70th Street* *New York, New York 10027*	*Dr. Henry Pruitt* *Assistant Professor/ Department Chairman*	*COORDINATOR, READING*
	Charlotte G. McIver	*ADDITIONAL COMPONENT-- ENGLISH AS A SECOND LANGUAGE*
Broome Community College *Front Street* *Binghamton, New York 13902*	*Sharon K. View* *Counselor*	*DECISION-MAKING*
Columbia-Greene Community College *Box 1000* *Hudson, New York 12534*	*Mary D. Hoddick* *Director*	*COORDINATOR*
Corning Community College *Corning, New York 14830*	*Anne Cohn* *Director, Special Programs*	*COORDINATOR, READING*
	Penelope Smith *Instructional Assistant* *Math Lab*	*MATH*
	Kenneth A. Miller *Professor*	*WRITING*
	Clark Maloney *Dean of Students*	*DECISION-MAKING*
Dutchess Community College *Poughkeepsie, New York 12601*	*Deborah Weibman* *Coordinator, Study Skills*	*COORDINATOR, STUDY SKILLS*

Fulton-Montgomery Community College Johnstown, New York 12095	Harold R. Morrell Reading and Study Skills	COORDINATOR, READING
	George Pilkey Director of Counseling	DECISION-MAKING
	Arlene C. Rambush Associate Professor	WRITING
Hudson Valley Community College Troy, New York 12180	Edward F. Wightman Developmental Program	COORDINATOR
	Dana L. Johnson Assistant Professor	STUDY SKILLS
	William G. Muller Assistant Professor	WRITING
	Ruby Painton Assistant Professor	MATH
	Ruth Getbehead Instructor	READING
	Stephen Hyatt Instructor	ADDITIONAL COMPONENT-- BIOLOGY
Jamestown Community College Jamestown, New York 14701	Elaine S. Johnson Developmental Studies	COORDINATOR, MATH
	Doug Skuggen	READING, WRITING
	Wyman Ansley Counselor	STUDY SKILLS, DECISION-MAKING
Jefferson Community College Watertown, New York 13601	James T. Hogancamp Assistant Professor	READING, STUDY SKILLS
	David R. Moore Assistant Professor	DECISION-MAKING
	Carol Y. Scanlon Associate Professor	WRITING

Mohawk Valley Community College 1101 Sherman Drive Utica, New York 13501	Paul N. Guerra Director, Learning Center	COORDINATOR, DECISION-MAKING
Monroe Community College Rochester, New York 14623	Anthony D. Rosica Acting Director Developmental Studies	COORDINATOR, MATH, WRITING, READING, STUDY SKILLS
Nassau County Community College Stewart Avenue Garden City, New York 11530	James J. Richards Chairperson Student Personnel Services	DECISION-MAKING
	Thomas E. Nealon Chairman, Department of Reading Services	COORDINATOR, READING, STUDY SKILLS
	Hedda Marcus Instructor	WRITING
Niagara County Community College Saunders Settlement Road Sanborn, New York 14132	Dr. Kathleen McWhorter Director, Learning Skills Center	COORDINATOR, READING
	Dr. Gary Livent Director, Counseling	DECISION-MAKING
	Kenneth Raymond Professor	MATH
North Country Community College Saranac Lake, New York 12983	Edward Stodola Director of Counseling	COORDINATOR
	Patricia Wiley Assistant Professor	READING
	Ken Youngblood Assistant Professor	WRITING
	Robert Abdo Assistant Professor	STUDY SKILLS

Orange County Community College South Street Middletown, New York 10940	D. Linda Girardin Prep and EOP	COORDINATOR
	Norma Ell Associate Professor	READING, STUDY SKILLS
	Derek Bloomfield Assistant Professor	MATH
	Robert Greenman Professor	OTHER COMPONENT-- SOCIAL SCIENCE SKILLS
Queensborough Community College 56th Avenue and Springfield Bayside, New York 11364	Judith Barbanel Principal Investigator	COORDINATOR, WRITING
	Sandra Seltzer Principal Investigator	WRITING
	Arnold Steiner Project Director	WRITING
Rockland Community College 145 College Road Suffern, New York 10901	Dr. Margaret Martin College Skills Program	COORDINATOR
	Ellen Klohmann Instructor	READING, WRITING, STUDY SKILLS
	Marie Caruso Counselor	DECISION-MAKING
Schenectady County Community College Washington Avenue Schenectady, New York 12305	Marilyn M. Starer Instructor	WRITING
	Jessie Malheiros Assistant Professor	READING, STUDY SKILLS

Tompkins-Cortland Community College ------ Dryden, New York 13053	Nancy Lieberman Developmental Studies Program	COORDINATOR, MATH, DECISION-MAKING
	Pat Bonney Director, Writing Lab	WRITING
Ulster County Community College ---------- Stone Ridge, New York 12484	Lawrence P. Borsumato Director, College Skills Center	COORDINATOR, READING
	J. F. Quirk Counselor	DECISION-MAKING
	L. James Hess Chairman, English Department	WRITING
	Rhoda R. Mones Professor	ADDITIONAL COMPONENT-- SPEECH/THEATRE
	Edward Peifer Assistant Professor	MATH
	Joyce Blake Instructor	STUDY SKILLS

EOC Centers

Brooklyn EOC 470 Vanderbilt Avenue Brooklyn, New York	Joyce A. McCoy	READING
	Aliyah Abdol Karim	STUDY SKILLS
Buffalo EOC Room 403 465 Washington Street Buffalo, New York 14203	Claudia E. Chiesi Program Development and Research	COORDINATOR
	Earle N. Lacey Associate Director Program Development and Research	MATH, WRITING, READING
Schenectady EOC 240 Broadway Schenectady, New York 12305	Edith N. Jones Assistant to the Director	COORDINATOR
	Lorraine Boaz Instructor	ADDITIONAL COMPONENT-- SECRETARIAL SCIENCE
	Allen Brown Instructor	DECISION-MAKING
Syracuse EOC 155 Gifford Street Syracuse, New York 13215	Nancy Brisson Head of Reading Department	READING
	Edith V. Robinson, Head Department of English	WRITING
	Michael O. Sedore Assistant Professor	MATH

ATTACHMENT A

Attachment A presents resources that were recommended by one respondent. These are included so that they may be used as a reference as appropriate.

Reading Program Component

Desired Student Outcomes

better understanding
skimming and scanning techniques
development of flexible reading skills
growth of grade level
adjust reading rate
high school equivalency

Standards of Success

Davis Reading Test
Nelson Denny pre-post testing
student judgment on improvement

Unique Strategies/Approaches

required minimum of reading
quarter system, requiring several modules
lab work, completed at 80% or better
competency based learning
working on a one-to-one basis
short readings with written oral testing
personal journal in which students identify reading strengths/weaknesses; instruction directed toward their identified needs
dual testing-teacher and student read the same selection, take tests individually, then discuss answers
using student assistants who have already been through the program
limit the class size to five
student corrects own work for immediate read-back
comfortable, attractive room for sustained silent reading and textbook study
comprehension and factual questions
popular paperbacks divided into chapters-class members read and report
Jamestown Timed Reading Exercises
cognitive style mapping
reading eye camera
individual tutorial with tests and with individual speed machines
individual reading-student chooses material; teacher and student discuss
audio-visual aids with instant self-testing
class periods with immediate testing
vocabulary worksheets
present vocabulary before reading selections
written sums of paperbacks or magazine articles
short time segments dealing with definite areas of reading
fiction and essays with discussions on literal, critical and affective comprehension
core course using interpersonal relationships as vehicle for skills work
use articles and file after readability indexed

Measurement Tools

Diagnosis-----English Cooperative Reading Test
Gates MacGinitie Reading Test
Tactics II
RFU Placement Test
EDL Eye Camera Test
Iowa Silent Reading
read aloud ungraded material
Spache Diagnostic Reading Scales
Xerox Listening Test
high school reading records
REAL
SRA Every Day Adult
Reading Efficiency Test

Pre-Post Gain Scores---English Cooperative Reading Test
Gates MacGinitie Reading Test
RFU Placement Test
Stanford Tasks
tests of comprehension and rate related to texts
Spache Diagnostic Reading Scales
Cornell Study Skills Inventory
cooperative reading
comprehension test
Davis Reading Test
Reading Research Center-University of Wyoming
Gates MacGinitie
Iowa Silent Reading Test Level II
Diagnostic Reading Survey-Triggs

Recommended Materials

Increased Reading Efficiency and Maintaining Reading Efficiency (Miller)
Efficient Reading (J. Brown; Houghton-Mifflin Company)
Toward Reading Comprehension, Book 2 (J. F. Sherburne; D. C. Heath Company)
How to Survive in College
Instructional/Communications Technology
Readings for Understanding (Thelma Gwinn Thurston)
Wordcraft 3-Communucad
PAR
Vocabulary for College Students
Structural Approach to Reading Improvement
Vocabulary: English Vocabulary Cards

Mode of Instruction

timed readings
reading and answering questions
structured classroom
daily practice
two levels of programs-class and lab

Study Skills Program Component

Desired Student Outcomes

- increase motivation
- positive feeling toward study
- SQ2R-surveying, taking notes
- sense of self
- behavior mod
- outline, research paper
- information, relate to areas
- application to Behavior Science course
- research skills
- curriculum survey reading
- notes and reading tests
- test taking, listening and note taking

Standards of Success

- retention rate
- attitude of student
- perception of self
- stated behaviorial objectives-80% achievement
- achievement of performance objectives
- motivation
- "stick-to-it-iveness"
- reduce student fear and anxiety
- effort, quality, attendance
- improve grades
- application of skills
- research project
- written as project
- comfort levels
- implementation
- student feedback
- grade point index

Unique Strategies/Approaches

- CSSD Vocabulary Process
- master schedule and daily or weekly planning
- progress charts
- use of actual texts
- allowing students to choose specific skills they would like to improve
- vocabulary flash words
- group study for exams
- review notes
- journal in which student logs work, play activities, discovers own strengths and weaknesses
- from journal information, students direct course content
- team effort to effect cross over of skills from one discipline to other
- writing research paper
- post tests in each area
- notetaking, listening skills and overcoming student depression
- daily planner: assess accomplishment of individual at end of day
- steps for achieving a mental set for studying mental set exercise
- creative relaxation-exercise
- motivate through rapport
- family grouping techniques-3-5 students in groups and encourage to work, plan and study jointly in application and development of concepts and skill projects
- group feedback
- brief study guides for discussion and demonstration
- students analyze courses of study problems

Measurement Tools

Diagnosis
- McGraw Hill CTB
- Wrenn's Checklist
- SSHA
- class discussion
- library constructed test
- informal
- use own diagnostic instrument

Pre-Post Gain Scores
- McGraw Hill Basic Skills
- Nelson Denny
- Purdue High School English Test
- Madden Peak Computational
- Self-Evaluation

Recommended Materials

- Academic Skills Program (Quest, Cohen, King, et.al.)
- Variety of texts and self development exercises
- Studying Effectively (Gilbert, Wrenn)
- Joffee materials (Wadsworth Publications)
- College Skills Program (Sack, Yourman-Reading and Social Studies series combined with an approach that allows students to discover own needs)
- Basic Skill Program (McGraw Hill)
- Systems for Study (McGraw Hill)
- How to Read and Study for Success in College (Holt, Rinehart)
- Innovation Learning Strategies, 1975-SRA, Special Groups (edited by Stan Klosek, Ayahoga College)
- How to Take Tests (J. Millman and W. Pauk)
- How to Write Themes and Term Papers (B. Ellis)
- Developing Reading Efficiency (Hess)
- Writing the Research Term Paper (Houser and Gray)
- The Reading Line-Social Studies (Irene Reiter)
- Student's Guide to Effective Study (Brown)
- How to Study (Morgan and Reese)
- Best Methods of Study (Smith)
- Learning to Learn (Smith, et.al.)
- Study Skills Cassettes and Filmstrips (New York Times)
- Singer-Graflex Audio Study Materials

Mode of Instruction

- assessment
- study guides

Writing Program Component

Desired Student Outcomes

logic, critical reading
emphasis on adequate writing
library resource
improve reading and listening skills

Standards of Success

peer judgment
acceptable paragraph essay
achieve success in job/school
competent for "C" in composition
grammar/mechanics test
basic research project measurably improved
student judgment

Unique Strategies/Approaches

diagnostic essay
taxonomy of writing difficulties
mastery quizzes
small group instruction; instant evaluation and feedback
in-class writing from models
difficulty of conveying one's Gestalt to another
small group of students do rewrites of other papers
discover what is involved in reading and listening then write for the benefit of listener or reader from that point of view
writer takes point of view of someone else
manageable groups-20 or less
mastery learning techniques with each written assignment
students begin writing about their interest areas
individual or small group instruction
student/instructor conferences
heuristics (several systems) journal, sentence, etc.
class exchange
actively engaged in writing experience at each session
daily journal writing
individual chapters-orally shared; base listening and writing or reading
experiential writing
diagnosis of specific problem areas to encourage prompt improvement
outline of topics as group
workshop approach
use accessible models from students

Measurement Tools

Diagnosis-----personal diagnostic sheets
SAT-ACT
Harbrace Diagnostic Tests
tests for business english essentials
Educational Skills Test

Pre-Post
Gain Scores---English 3200 tests
English 2600 tests
modified Holistic Scale
locally developed instrument: Seltzer/Steiner/Kogen Taxonomy
CEEB Advanced Placement Test
writing samples

Recommended Materials

Gestalt Materials
Eschler on Perspective
Thesaurus
English Review Manual
Harbrace College Workbook
Correct Writing (Rutler)
The Practical Stylist (Sheldon Baker)
You Can Write (Grasso and Maney)
Grassroots (Writer's Handbook-Fawcett and Sandberg)
How to Read and Write in College (Dodge)
Students Guide for Writing Papers (University of Chicago Press)
Write On! (Slack and Cottrell)

Mode of Instruction

discussion
demonstrate and edit
conference and classroom practice
writing practice
program workbooks

Math Component

Desired Student Outcomes

relieve anxiety over math
prepare for next course
attitudes and awareness

Standards of Success

math through intermediate algebra
pass non-credit course
ability to pass math course required by department
80% accuracy of percentage of problems
math skills grades on modules tests

Unique Strategies/Approaches

group tests
sit in on chemistry, physics and general science course and correlate these to math
marathon sessions to do remediation
faculty recommendations, worksheets
application of math to interdisciplinary curricula
self-paced instruction unit tests
tutoring
two teachers available between classes-student needs
topics intersected with English curricula
experiential activities in graphing, algebra, arithmetic and theory
peer tutoring; self-testing
Math Learning Lab

Measurement Tools

Diagnosis-----NYS Minimum Competency Test
California Achievement Test
Comparative Guidance and Placement Programs of the College Entrance Exam Board
Form A and B of Diagnostic Test in front of text
high school grades
standard test scores
personal interview
department competency test
local diagnostic test
short locators and check-up tests
interviews
informal
advising session
in-house math test

Pre-Post Gain Scores---department competency test
Form A and B of Diagnostic Test in front of text
content test
series in math modules

Recommended Materials

Elementary Algebra (Cohen and Cameron; Cummings Publications)
Arithmetic Module (Washington; Cummings Publications)
Essential Arithmetic (Johnson and Willis; Wadsworth Publishing Company)
Essential Algebra (Johnson and Willis; Wadsworth Publishing Company)
any low-level elementary algebra test
After Math (Creative Publications)
Video Tapes (Cambridge Book Company)
Preliminary Math (Amsco School Publishers)
Series in Math Modules (Ablon et.al.; Cummings Publications)
SRA Basic Computation Skills-Algebra Skills Kit
Basic Math Forms; Arithmetic-Algebra-Trigonometry and the Slide Rule (Keller and Zant; Houghton Mifflin Company)
From Arithmetic to Algebra (Bloomfield Reston Division of Prentice Hall)

Mode of Instruction

seminar
individual instruction (tutoring)
program tests
receive help as needed
small group study
self-paced
problem-solving

Vocational-Personal Decision-Making Program Component

Desired Student Outcomes

*

Standards of Success

better awareness of self
student judgment outcomes
self-understanding and relate to career
clearer identification of career choice
attendance
ability to follow verbal/written directions
upgrade employment
job placement
idea of goals and design strategy
personal sense for effectiveness
interest-involvement

Unique Strategies/Approaches

interaction in counseling--in-depth counseling
peer counseling
freedom of discussion but opinions must be substantiated
reality-testing, on-site visits by students in area of interests
require individual sessions
emphasis of cognitive and affective; also theory in a credit course

Measurement Tools

General Aptitude Test Battery
Minnesota Vocational Inventory
Edwards Personal Preference Survey
Flanagan Aptitude
Personal Orientation Inventory
EEPI
Strong Vocational Interest Battery

Recommended Materials

Simon, Monatakes, Rogers, Maslow
How To Decide: A Guide for Women. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else

Occupational Outlook Handbook
Directory of Occupational Titles - Volume I and Volume II
Career Exploration Kit-SRA
What Color Is Your Parachute (Balles)
Achievement Motivation, Goal Setting, Self-Analysis, Environmental Search materials
You Pack Your Own Chute-Film
Values Clarification, Success Analysis
Hard Choices: Strategies for Decision-Making
Center for Humanities-Slide, cassette
Values Auction

Mode of Instruction

learning lab
tutoring

*No desired student outcomes with a frequency of less than three were identified.

ATTACHMENT B

ADDITIONAL COMPONENTS: RESOURCE SUMMARY

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating	Special Student Characteristics: Inner City/ Urban	Special Student Characteristics: 50%+ Minority Population	Special Student Characteristics: 75%+ in Occupational Education
ENGLISH AS A SECOND LANGUAGE	-	x	x	x	-	-	x	x	-
Desired Student Outcomes									
essay to meet requirements for Comp. 100									
prepare students to write English on college level									
speak, read, write English									
Standards of Success									
content organized	2								
correct sentence structure									
correct usage of language									
show measurable improvement									
communicate in English to enter skills course									
Unique Strategies/Approaches									
counseling-learning should be investigated									
model paragraphs-reinforce and stimulation									
tape recorder for pronounciation									
Measurement Tools									
written/oral tests									
interview									
essay									
Objective Grammar Test									
Grammar-diction cloze tests									
Recommended Materials									
All "Silent Way" materials									
Reading Skills Development									
Writing English As a Second Language									
Twenty-Six Steps (L. Kunz)									
Controlled Composition (L. Kunz)									
Teacher-made materials, reproduced materials, tape and video									
Mode of Instruction									
discussion	2								
lecture									
audio/tutorial									
student participation as instructional mode									
practice									

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating	Special Student Characteristics: Inner City/ Urban	Special Student Characteristics: 50%+ Minority Population	Special Student Characteristics: 75%+ in Occupational Education
SCIENCES	-	X	-	X	-	-	-	-	X
Desired Student Outcomes									
improved laboratory skills ability to write reports clearly									
Standards of Success									
80% or higher on written quizzes competency in basic lab skills positive self-evaluation good notes, test grades active role in set-up and use of equipment									
Unique Strategies/Approaches									
low-keyed attitude									
Measurement Tools									
*									
Recommended Materials									
multi-media learning materials peer-group tutors									
Mode of Instruction									
lecture discussion audio/tutorial each student has the option of contracting or accepting an individualized time-mode prescription									

*No Measurement Tools identified.

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating	Special Student Characteristics: Inner City; Urban	Special Student Characteristics: 50%+ Minority Population	Special Student Characteristics: 75%+ in Occupational Education
BUSINESS AREA	-	-	-	X	-	-	X	-	X
Desired Student Outcomes									
80% wpm dictation 45 wpm typing (course goal) alphabetical correspondence									
Standards of Success									
completion of required projects 70% minimum grade on final test accurately transcribe material completion of required projects									
Unique Strategies/Approaches									
individual instruction									
Measurement Tools									
Adult Basic Learning Exam timed writings dictation test									
Recommended Materials									
Gregg Typing 300 Gregg Shorthand tape timed writings									
Mode of Instruction									
discussion tutoring									

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating	Special Student Characteristics: Inner City/ Urban	Special Student Characteristics: 50%+ Minority Population	Special Student Characteristics: 75%+ in Occupational Education
SPEECH COMPONENT	-	-	X	-	-	-	-	-	-
Desired Student Outcomes									
raise diction level increase use of flexibility									
Standards of Success									
improvement in general fluency in speaking ability to hear nuances acquisition of vocabulary									
Unique Strategies/Approaches									
tapes of student voices speech exercises vocabulary lists developed by College Skills Center; used jointly									
Measurement Tools									
tape using basic sounds									
Recommended Materials									
Speak Well-record and booklet									
Mode of Instruction									
discussion audio/tutorial learning lab tutoring									

Item	Frequency of Identification	Program Design: Block Scheduling	Program Design: Centers	Program Design: Designated Courses	Program Design: Integrated Teaching	"Most Successful" Assessment Rating	Special Student Characteristics: Inner City/ Urban	Special Student Characteristics: 50%+ Minority Population	Special Student Characteristics: 75%+ in Occupational Education
POLITICAL SCIENCE, POLL TAKING AND QUESTIONNAIRES	-	-	-	-	-	-	-	-	-
Desired Student Outcomes									
*									
Standards of Success									
demonstrated ability to plan, execute and interpret a questionnaire									
Unique Strategies/Approaches									
students must be presented with real need to do questionnaire examples of poor questionnaire shown to demonstrate problems									
Measurement Tools									
*									
Recommended Materials									
AV-"How To" programs									
Mode of Instruction									
audio/tutorial									

*No Desired Student Outcomes or Measurement Tools identified.

UNIVERSITY OF CALIF.
LOS ANGELES
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